BLENHEIM ELEMENTARY/MIDDLE P.O. Box 8 Blenheim, SC 29516 PK-8 Elementary School GRADES 379 Students ENROLLMENT Mr. Fred Thomas 843-528-3262 PRINCIPAL SUPERINTENDENT Dr. David Sherbine 843-479-4016 Ronald B. Henegan 843-479-7838 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 9 61 20 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: ND This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003 2004	Below Average	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, BYODENTS, AN	D I AILEITI	_	
	Teachers	Students	Parents
Number of surveys returned	18	55	17
Percent satisfied with learning environment	61.1%	74.5%	82.4%
Percent satisfied with social and physical environment	72.2%	41.8%	47.1%
Percent satisfied with home-school relations	50.0%	72.7%	52.9%

PACT PERFORMANCE BY GROUP olo Proficient and State Objective July of Testing olo Belom Baeic olo Proficient olo Advanced Advanced olo Tested olo Basic English/Language Arts All students 99.2 N/A 253 51.1 33.9 15.0 15.0 17.6 Gender Male 127 99.2 62.6 27.8 9.6 N/A 9.6 17.6 Female 99.2 39.8 39.8 20.3 N/A 20.3 17.6 126 Racial/Ethnic Group 98.5 46.7 36.7 16.7 N/A 16.7 17.6 White 132 African-American 100.0 56.8 29.7 13.5 N/A 13.5 17.6 119 Asian/Pacific Islander 1 100.0 N/A N/A N/A N/A N/A 17.6 Hispanic 17.6 0.0 N/A N/A N/A N/A N/A N/A American Indian/Alaskan 100.0 N/A N/A N/A N/A N/A 17.6 Disability Status Not disabled 34.2 15.2 N/A 15.2 17.6 220 99.5 50.6 Disabled 33 97.0 N/A N/A N/A N/A N/A 17.6 Migrant Status Migrant 0.0 N/A N/A N/A N/A N/A 17.6 N/A Non-migrant 253 99.2 51.1 33.9 15.0 N/A 15.0 17.6 English Proficiency Limited English proficient N/A 0.0 N/A N/A N/A N/A N/A 17.6 Non-limited English proficient 99.2 51.1 33.9 15.0 N/A 15.0 17.6 253 Socio-Economic Status Subsidized meals 99.0 52.9 35.1 12.0 N/A 12.0 17.6 205 Full-pay meals 47 100.0 42.9 28.6 28.6 N/A 28.6 17.6 Mathematics All students 253 99.6 44.3 48.1 6.0 1.7 7.7 15.5 Gender Male 99.2 44.0 47.4 2.6 127 6.0 8.6 15.5 Female 100.0 44.5 48.7 5.9 8.0 6.7 15.5 126 Racial/Ethnic Group White 100.0 41.0 52.5 4.9 1.6 6.6 15.5 132 African-American 119 99.2 48.6 43.2 6.3 1.8 8.1 15.5 Asian/Pacific Islander 1 100.0 N/A N/A N/A N/A N/A 15.5 Hispanic N/A N/A N/A N/A 15.5 N/A 0.0 N/A American Indian/Alaskan 1 100.0 N/A N/A N/A N/A N/A 15.5 Disability Status Not disabled 99.5 43.8 48.5 6.0 15.5 220 1.7 7.7 Disabled 100.0 N/A N/A N/A N/A 15.5 33 N/A Migrant Status N/A N/A N/A N/A N/A 15.5 Migrant N/A 0.0 44.3 Non-migrant 253 99.6 48.1 6.0 1.7 7.7 15.5 English Proficiency Limited English proficient N/A 0.0 N/A N/A N/A N/A N/A 15.5 Non-limited English proficient 253 99.6 44.3 48.1 6.0 1.7 7.7 15.5 Socio-Economic Status

Abbreviations for Missing Data

47.2

31.0

46.1

57.1

4.7

11.9

2.1

N/A

6.7

11.9

15.5

15.5

99.5

100.0

205

47

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

		Enolit	ie tes	Ceste ologi	ON	Basic ok	Profit	Adva Profic
		Em C	ign des	0/00		9/ 0/0	010	0/0/
		,	,	English	n/Langua	ge Arts		
	Grade 3	49	N/A	30.6	49.0	20.4	N/A	20.4
	Grade 4	45	N/A	33.3	46.7	20.0	N/A	20.0
2002	Grade 5	33	N/A	27.3	51.5	21.2	N/A	21.2
2	Grade 6	26	N/A	37.5	54.2	4.2	4.2	8.3
	Grade 7	34	N/A	58.8	41.2	N/A	N/A	N/A
•	Grade 8	15	N/A	80.0	13.3	6.7	N/A	6.7
	Grade 3	47	100.0	34.8	32.6	32.6	N/A	32.6
	Grade 4	56	98.2	50.0	33.3	16.7	N/A	16.7
<u>8</u>	Grade 5	56	100.0	47.1	43.1	9.8	N/A	9.8
2003	Grade 6	32	100.0	55.6	29.6	14.8	N/A	14.8
	Grade 7	24	100.0	52.4	42.9	4.8	N/A	4.8
	Grade 8	38	97.4	76.5	20.6	2.9	N/A	2.9

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	Grade 3	49	N/A	34.7	49.0	12.2	4.1	16.3
	Grade 4	45	N/A	37.8	40.0	17.8	4.4	22.2
2002	Grade 5	33	N/A	54.5	36.4	6.1	3.0	9.1
20	Grade 6	26	N/A	45.8	50.0	4.2	N/A	4.2
	Grade 7	34	N/A	70.6	29.4	N/A	N/A	N/A
•	Grade 8	15	N/A	80.0	20.0	N/A	N/A	N/A
	Grade 3	47	100.0	30.4	67.4	2.2	N/A	2.2
	Grade 4	56	100.0	45.5	49.1	3.6	1.8	5.5
2003	Grade 5	56	100.0	49.0	43.1	7.8	N/A	7.8
20	Grade 6	32	100.0	40.7	40.7	11.1	7.4	18.5
	Grade 7	24	95.8	38.1	52.4	9.5	N/A	9.5
	Grade 8	38	100.0	60.0	31.4	5.7	2.9	8.6

C.I		L			

(Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 379)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.9%	Down from 4.0%	3.5%	2.4%
Attendance rate	94.5%	Down from 96.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.3%	Up from 4.6%	6.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	1.5%	Down from 10.7%	9.0%	8.0%
Older than usual for grade	4.2%	Up from 3.8%	2.4%	1.1%
Suspended or expelled	4.0%	Up from 2.2%	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	75.0%	Up from 68.0%	46.0%	50.0%
Continuing contract teachers	95.8%	Up from 88.0%	83.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.8%	Down from 89.7%	84.1%	86.2%
Teacher attendance rate	94.3%	Up from 93.9%	94.4%	95.3%
Average teacher salary	\$39,939	Up 1.2%	\$39,268	\$39,909
Prof. development days/teacher	16.7 days	Up from 15.6 days	12.1 days	11.4 days
School				
Principal's years at school	1.5	Up from 0.5	3.0	4.0
Student-teacher ratio	21.1 to 1	Up from 18.4 to 1	17.5 to 1	18.9 to 1
Prime instructional time	85.2%	Down from 87.0%	88.3%	89.7%
Dollars spent per pupil*	\$5,700	Up 14.2%	\$6,108	\$5,892
Percent spent on teacher salaries*	65.7%	Down from 67.7%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	65.1%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Lighty gualified to oboug in high payorty cabacle	N1/A	N1/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Blenheim Elementary/Middle School, hereafter referred to as BEMS, housed 399 students in grades Pre-Kindergarten through 8 during the 2002-03 school year. There were 19 heterogeneous homerooms in this span. The school is located in a rural, close-knit community with positive and supportive parents, especially in the primary grades. Business partnerships increased by 20% during the 2002-03 school year and were instrumental in securing new playground equipment for both school buildings at BEMS.

The major academic focus during the year was the teaching of the South Carolina Academic Standards at all grade levels. Emphasis continued on reading readiness in the early childhood grades. BEMS went through the 10-year accreditation process from the Southern Association of Colleges and Schools and received an accredited status. In addition, SACS made some recommendations that, hopefully, will be acted upon by the school district and benefit the students and faculty at BEMS.

PACT data showed random improvements and decreases in English/language arts and math in grades 3-6. A major decline was shown in the PACT data for grades 7-8. This resulted in an unsatisfactory rating for the middle school grades. As a result, the State Department of Education sent an external review team to review all aspects of the middle school area and make recommendations for improvement. Part of these recommendations included providing teacher specialists on-site in the areas of science, English/language arts, and math. These individuals will be providing valuable assistance to faculty members, which hopefully will increase student achievement. In addition, a curriculum specialist will be in place to help focus the entire middle school curriculum on improving PACT scores.

Expectations remain high for academic achievement, improvement in test scores, development of a caring and cohesive faculty, and improved parental support. This can only be accomplished by involving everyone in the school improvement process. Students will benefit from teachers who have positive attitudes, great work ethics, are team players, and are willing to put in the time and effort to make sure that children are successful in their classroom.

It is the hope of the administration that the faculty and staff will renew their commitment to teaching children to the best of their ability and take seriously the tremendous responsibility they have in developing the children of today into the leaders of tomorrow.

Mr. Larry Lee, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.